



# Impact of Socio Economic Trends on Students in Quality Education System



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Article history: Received January 17, 2017; Accepted in revised form January 29, 2017; Approved February 16, 2017;  
Available online February 17, 2017

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## Abstract



Awareness for quality education, studies in English medium schools, girl's education promotion, participation in activities, advance teaching pedagogy, learning by activities, expense on education, family support are current socio economic trends. These trends influence positively quality education concept. Students are influenced by current socio economic trends.

## Keywords

*Socio economic;  
Quality education;  
Student awareness;  
Education concept;  
Economic trends;*

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## Contents

|                            |    |
|----------------------------|----|
| Abstract .....             | 16 |
| Introduction .....         | 17 |
| Research Method .....      | 17 |
| Results and Analysis ..... | 17 |
| Conclusion .....           | 20 |
| Acknowledgements .....     | 20 |

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### Introduction

Students are the beneficial unit of the Quality Education System. The Students are at the focus of QES and are widely affected by the socio economic trends. Students select the field as career which enables them to be the eligible citizen of the world.

The relationship between school resources and student achievement has been controversial, in large part because it calls into question a variety of traditional policy approaches. Students want to move according to current trends, they select career, study, even their attitude expressed according to present social trends. Behavior pattern of students, educators, employees and professionals are moving towards the use of quality tools for learning, working and teaching. The involvement of students is integral to quality system. Student may reject perfectly good and useful concept and services providing a service to specification does not guarantee success.

Students have aim to make a brilliant career, follow the path enlighten by educational institute. Students learn best in a style suited to their needs and inclinations. An educational institution that takes the total quality route must take seriously the issue of learning styles and needs to have strategies for individualization and differentiation in learning. Educational institutions have an obligation to make learners aware of the variety of learning methods available to them. They need to get opportunities to learning in a variety of different styles.

### Research Method

Survey report collected from all students of all educational institutes. Student belonging schools, colleges, coaching institutes, designing institutes are included in the study. 160 students up to 11th class, 100 students of 12th class related to 6 schools are taken for study. 25 students from 2 higher education college, 25 students from 2 engineering college, 25 from 2 management college, 25 students from 2 designing institutes, 20 students from 2 medical education centre, 20 students from 2 CA/CS coaching institutes are included for study. Collected data is classified, tabulated and analyzed to find result.

To observe quality aspect trend combine students are divided in 3 groups as participatory concerned for quality education, non participatory but concerned and not concerned. Student response was converted into % and presented in table and chart.

### Results and Analysis

Table 1  
Year wise Criteria for selection of institute by students (%)

| S.N. | Year | Concerned For Quality Education | Concerned For Fees | Concerned for Infra Structure | Concerned for Brand Name of Institute | Concerned for Facilities | Concerned for Other Criteria |
|------|------|---------------------------------|--------------------|-------------------------------|---------------------------------------|--------------------------|------------------------------|
| 1    | 2009 | 33                              | 21                 | 19                            | 11                                    | 14                       | 2                            |
| 2    | 2010 | 36                              | 20                 | 21                            | 12                                    | 8                        | 3                            |
| 3    | 2011 | 38                              | 18                 | 21                            | 11                                    | 9                        | 3                            |
| 4    | 2012 | 42                              | 16                 | 22                            | 9                                     | 8                        | 3                            |
| 5    | 2013 | 44                              | 17                 | 24                            | 8                                     | 5                        | 2                            |

Source: Data collected from students

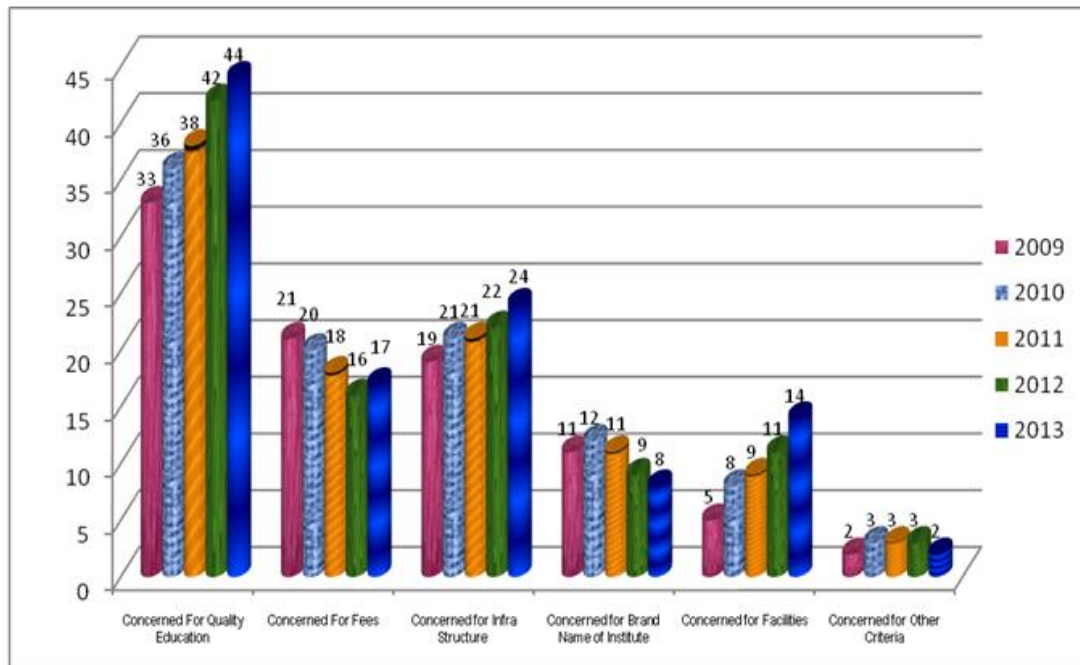


Figure 1. Year wise Criteria for selection of institute by students (%)

Effect of socio economic trends on students in past 5 years related data shows that awareness for quality education is increased in students. In 2009, 33% students were aware for quality education and in 2013 this awareness reached up to 44%.

Students are concerned for fees also. This criteria percentage is decreased and shows that now students have understood the fact that for quality education fees will be charged. They will have to pay more money for higher level study. On the basis of fees, fewer students are selecting institutes in comparison of past years.

Students are concerned for infrastructure of institute. Increasing % shows that year by year students are expecting good infrastructure of institute. In past, brand name of institute was the reason of success of institutes. In recent years, this trend decreased showing awareness regarding quality management of institute.

Regarding instructional facilities of institute students are now more concerned. From 2009 to 2013, this trend value increased from 5% to 14%. Students are more concerned for facilities. This data indicates that year by year students are becoming quality concerned.

Similarly selection criteria of education institute are related to effect of quality aspects on students. Students choose institute on the basis of fees, brand name, infrastructure, available facilities, student result, career assistance etc.

Table 2  
Student's role toward quality management

| S.N. | Quality Aspects  | Participatory Concerned student in (%) | Non Participatory Concerned student in (%) | Not Concerned student in (%) |
|------|------------------|--|--|------------------------------|
| 1    | Personality Dev  | 71                                     | 18   | 11                           |
| 2    | Result           | 82                                     | 6  | 12                           |
| 3    | Skill Dev        | 68                                     | 15   | 17                           |
| 4    | Placement        | 47                                     | 24   | 19                           |
| 5    | Career Dev       | 77                                     | 14   | 9                            |
| 6    | Physical Fitness | 59                                     | 23   | 18                           |
| 7    | Cultural         | 56                                     | 31   | 13                           |
| 8    | Seminar          | 64                                     | 22   | 14                           |
| 9    | Moral Value      | 77                                     | 14   | 9                            |

Source: Data Collected from all education institutes through questionnaire

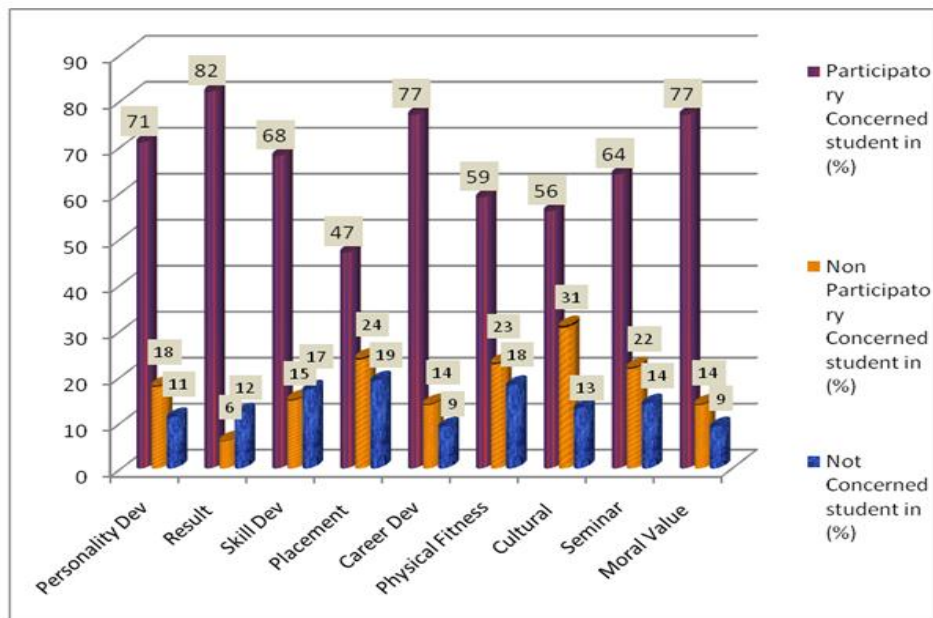


Figure 2. Student's role toward quality management

Table 3  
Criteria of Selection of Education Institute for Study by Students

| Concerned For Quality Education | Concerned For Fees | Concerned for Infra Structure | Concerned for Brand Name of Institute | Concerned for Facilities | Concerned for Other Criteria |
|---------------------------------|--------------------|-------------------------------|---------------------------------------|--------------------------|------------------------------|
| 44                              | 17                 | 24                            | 8                                     | 5                        | 2                            |

Source: Data Collected from all education institutes through questionnaire

### Conclusion

Provide a statement that what is expected, as stated in the "Introduction" chapter can ultimately result in "Results and Discussion" chapter, so there is compatibility. Moreover, it can also be added the prospect of the development of research results and application prospects of further studies into the next (based on result and discussion).

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